

DOCUMENT RESUME

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TITLE Higher Cognitive Questioning (Minicourse 5).
Description of Teacher Inservice Education Materials.

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Project on Utilization of Inservice Education R & D Outcomes.

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EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.

DESCRIPTORS Autoinstructional Aids; *Cognitive Ability; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Materials; Program Descriptions; *Questioning Techniques; Short Courses; *Student Motivation; Validated Programs

IDENTIFIERS *Effective Questioning

ABSTRACT

The teacher inservice minicourse described here is designed to increase the teacher's use of higher cognitive questions, which helps develop student ability to think and is primarily concerned with analysis, synthesis, and evaluation questions. Information is provided here on the purposes and content of the course and materials as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: HIGHER COGNITIVE QUESTIONING (Minicourse 9)

Publication Date(s): 1971

Intended Users: Teachers, inservice and preservice who are interested in developing the use of questioning as a means of stimulating students ability to think

Grade Level(s): Elementary and secondary

Number: Individuals

Primary Focus: Minicourse 9 is designed to increase the teacher's use of higher cognitive questions, which helps develop student's ability to think.

School subject(s) and/or in-service topic(s) covered:

Using Bloom's Taxonomy of Cognitive Objectives as a base, the course is primarily concerned with analysis, synthesis, and evaluation questions, which are called higher cognitive questions.

U.S. DEPARTMENT OF HEALTH,
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What participant does in using the materials:

Participant reads and completes exercises, views lesson film, reads model lesson, microteaches, and reteaches.

Resources:

A course coordinator (trained in the use of a VTR), a VTR, a 16mm sound film projector and a handbook for each participant are required. 4-6 teachers are needed for each microteach and reteach session and a suitable setting.

Descriptor critique:

Minicourse 9 would appear to be a suitable training course for the development of teachers' use of higher cognitive questions. The format of active participation provides appeal over some of the more traditional approaches to inservice education.

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B. IN-DEPTH INFORMATION

Title: Minicourse 9: Higher Cognitive Questioning

Publication Date(s): 1971

Intended Users: Teachers, inservice and preservice who are interested in developing the use of questioning as a means of stimulating students ability to think

Grade Level(s): Elementary and secondary

Number: Individuals

Primary Focus: Minicourse 9 is designed to increase the teacher's use of higher cognitive questions, which helps develop a student's ability to think.

1.0 PURPOSES:

The purpose of Minicourse 9 is to increase the teacher's use of types of questions that help develop student's ability to think. Using Bloom's Taxonomy of Cognitive Objectives as a base, six types of questions have been identified which are commonly used by teachers: knowledge, comprehension, application, analysis, synthesis, and evaluation. Although all six are important to good teaching, most of this course concerns analysis, synthesis and evaluation questions, which are called higher cognitive questions.

2.0 CONTENT — Scope and Sequencing of Topics:

The Minicourse 9 contains:

- Chapter I - Introduction
- II - Higher Cognitive Questions
- III - Microteaching Procedures
- IV - Preliminary Lesson: Knowledge, Comprehension and Application Questions
- V - Lesson I, Improving the Quality of Student Answers
- VI - Lesson II, Analysis Questions
- VII - Lesson III, Synthesis Questions
- VIII - Lesson IV, Evaluation Questions
- IX - Follow-up Activities

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Participant views introductory film, reads chapters 1-3, reads and completes exercises for chapter 4. For chapters 5-8, participant reads and completes exercises, views lesson film, reads model lesson, microteaches, completes microteach form, and reteaches. Chapter 8 has a model lesson film.

A 15-day daily course schedule is provided in chapter 1.

3.2 Help given in use of product:

The Coordinator's Handbook includes all instructions for administering the minicourse.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The programmed format of the text provides immediate feedback to the participant as he proceeds through the exercises, etc. The use of the VTR in the microteach and reteach sessions allows the participant to evaluate his own performance.



5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

A course coordinator (trained in the use of a VTR), a videotape recorder, a 16mm sound film projector, and a teachers handbook for each participant is required. In addition, participant will need 4-6 students for each microteach and reteach and a suitable setting.

Six -16mm color films accompany the programmed text. They include: Introduction, Instructional lessons 1,2,3 and 4 and Model Lesson.

5.2 Distributor name/address:

Macmillan Publishing Co., Inc.
866 Third Avenue
New York, New York 10022
(212) 935-3278

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
Films	\$1145.00	\$15/6 wk.	1 set	yes
Teacher's Handbook	\$4.50		1 each	no
Coordinator's Handbook	\$4.50			

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer: The institution that developed this is Far West Laboratory for Educational Research and Development. The Staff of Teacher Education Program included:
 Walter R. Borg
 Ned A. Flanders > Directors

6.2 How developed and when:

Minicourse 9 was developed over a period of two and one half years, and was completed in 1971. It was developed as part of a series of Minicourses designed by the Laboratory to bridge the gap between research and practice in education.

6.3 Evidence of effectiveness with users:

Minicourse 9 has had extensive field testing and revision. The Far West Laboratory has evaluation studies and a list of names of individuals, who have conducted independent studies. These can be found in the acknowledgements in the Teachers Handbook. No evaluation data is provided in the text, however the finding reporting seem to support its use.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

Minicourse 9 activities and exercises appear to be appropriate to meeting the objectives of the lessons and the purposes of the course. The films complement the text and are of good technical quality.

Content accuracy/social fairness/community acceptance issues:

The content of Minicourse 9 seems to be consistent with current research and methodology in teacher education. The films have considered social fairness and community acceptance issues. No bias was apparent.

Overall summary/comment:

Minicourse 9 would appear to be a suitable training course for the development of teachers use of higher cognitive questions. The Minicourse format of active participation provides appeal over some of the more traditional approaches to inservice training.